Year 9 Literature	How are different types of power presented in Literature? How much power is too much?		
	Autumn	**Spring**	**Summer**
Texts	**Genre Study: Science Fiction** • *Frankenstein* • *The Island of Dr Moreau* • *There will be Soft Rains*	**Shakespeare:** *Romeo and Juliet (student as reader)*	**Poetry:** PHS *Unseen Poetry* Anthology
Context	How is power presented in science fiction? How is literature used to explore the boundaries of human power?	How is power presented in *Romeo and Juliet?* Have attitudes to power changed between Shakespeare's time and our own?	What ideas and attitudes are being explored in the poems? What messages are the writers trying to convey?
Form	**Know and identify:** • Generic conventions of science fiction	**Know and identify:** • Conventions of tragedy in *Romeo and Juliet*	Practise and consolidate skills learnt across KS3 **PLUS:** **Bridge to AQA GCSE English Literature assessment objectives:** **AO1:** Read, understand and respond to texts. Students should be able to: • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations. **AO2:** Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. **AO3:** Show understanding of the relationships between texts and the contexts in which they were written.
Language	**Explain effects created by:** • Unreliable narrator • Absence of character(s) • Personification • Sensory imagery • Ambiguity	**Know and recall:** • Characters • Plot • Themes • Context **Explain effects created by:** • Character as a device (foils) • Character change • Motifs • Semantic field(s)	
Structure	**Explain effects created by:** • Epistolary structure • Setting • Narrative voice/perspective	**Define and identify:** • Prologue **Explain effects created by:** • Dramatic irony • Soliloquy • Sequence of ideas	
Key Skills	• Extracting explicit and implicit information • Making inferences/drawing conclusions • Annotating a text • Identifying writers' methods	• Extracting explicit and implicit information • Making inferences/drawing conclusions • Identifying writers' methods • Annotating a text	

	• Making references/selecting quotations • Explaining effects of language/methods	• Making references/selecting quotations • Explaining effects of language/methods	
Analytical Writing	• Consolidate **WHAT/HOW/WHY** • Creating a thesis/argument • Writing an introduction • Using connectives • Writing a conclusion	• Writing an extended analytical essay	• Writing comparative sentences • Writing a comparative thesis
Key Subject Vocabulary	Narrative Extract/whole text Writer Reader Focus Embedded quotation Effect Connotation(s) Tentative phrasing Essay Argument/thesis Introduction Connectives Conclusion	Play Playwright Audience Scene Extract Embedded quotation Effect Connotation(s) Essay Argument/thesis Introduction Connectives Conclusion	Poet Speaker Reader Stanza Writer's message Perspective Simile Metaphor Personification Semantic field Alliteration Assonance Onomatopoeia Tone Pace Enjambment Comparison
Learning Checkpoint and Assessment	• Fortnightly terminology test • End of unit knowledge and skills test	• Fortnightly terminology test • End of unit knowledge and skills test	• Fortnightly terminology test • Y9 summative exam
Independent Learning	**Termly knowledge summaries published on Arbor**		
	• **Independent reading**: 60 minutes per fortnightly cycle. • Learn key terminology (spell/define) for in-class testing	• **Independent reading**: 60 minutes per fortnightly cycle. • Learn key terminology (spell/define) for in-class testing	• **Independent reading**: 60 minutes per fortnightly cycle. • Learn key terminology (spell/define) for in-class testing